



## Curriculum Statement

**Pride**:- Perseverance, Resilience, Independence, Distractions (managing), Explain (your learning)

**Perseverance** - We support and teach our children to be able to wait and work through difficulties, this can be with their mind, body, or emotions.

**Resilience** – Through PSHE, the ethos of our interactive learning (Kagan), our curriculum and the nurturing environment of our school, we support our children in being able to bounce back from stress, challenge, tragedy, trauma or adversity. When our children are resilient, they are braver, more curious, more adaptable, and more able to extend their reach into the world. The great news is that resilience is something that can be nurtured in all children

**Independence** - From a child's very first day at North Wingfield Primary and Nursery Academy, we support and guide our children to be independent. As they develop perseverance and resilience, they develop the ability to work through their tasks without relying on other people. They are able to make their own decision without just following others.

**Distractions** – Children are very inquisitive about their peers. Children are supported and praised for paying attention to their own learning, managing distractions and choosing to ignore or moving away.

**Explain your learning**. We guide children to develop their metacognitive skills they are asked to tell their teacher or partner how they have completed their task. This might be explaining how they found the answer to a sum, or why they planned their writing.

### **Curriculum Intent**

Our curriculum at North Wingfield Primary and Nursery Academy has been designed to cover the skills, knowledge and understanding as set out in the National Curriculum and Early Years Framework. We enrich the core of our learning by striving to ensure our curriculum is tailored to the pupils and locality of our academy, providing a clear purpose for learning.

In order to supplement our curriculum, we endeavour to offer first hand experiences in the form of visits into school, educational visits, experiences, pledges and life skill sessions that we believe helps to prepare our pupils for the next phase of their education.

In order to establish a secure knowledge, develop skills and understanding that can be built upon, our curriculum is sequentially coherent: forming a progressive model that clearly outlines the skills, knowledge and vocabulary from Early Years through to Year 6. Our curriculum is planned to ensure pupils are able to make meaningful connections in their learning and therefore build on prior knowledge.

Progression grids are produced by Subject Leaders, which are translated into a long-term plan to ensure comprehensive curriculum coverage. Content, knowledge, skills and vocabulary is then planned for in detail within a medium term plan, to enable successful lesson delivery.

### **Curriculum Implementation**

All learning begins by revisiting previously taught knowledge. Pupils will be supported to recall previous learning and make connections between prior learning and new learning. In order to achieve this, adults will model the subject-specific vocabulary, knowledge and skills, which are relevant to enable pupils to integrate newly acquired knowledge into differing concepts. Teachers use appropriate questioning to check for understanding and as a vehicle to deepen pupils' understanding. From here, misconceptions are identified and feedback given is precise in order to move learning forwards. At this stage, pupils are able to begin their journey from guided to independent practice at pupils' own pace, to allow all pupils to be successful.

To support pupils in their learning, working walls are a consistent feature in every classroom; these provide appropriate scaffolding for all learners. Tier three subject specific vocabulary is visible on displays – as recommended in research conducted by Alex Quigley – with key facts, questions and models displayed to support pupils' understanding of the content being taught. Additionally, knowledge organisers are in place to support pupils with learning and remembering key facts and information necessary and store this within their long-term memories.

In order to ensure that pupils recall and retain their learning, review takes place on a daily, weekly and termly basis to ensure pupils know more and remember more – even after a period of forgetting. This enables teachers to assess pupils' retention of their learning. Teaching takes into account the working memory and is developing metacognitive skills to support understanding, memory and retention of skills and knowledge.

### **Curriculum Impact**

The impact of our curriculum can be seen in a variety of different ways: in core subjects, impact can be seen through the progress and outcomes of pupils in national testing results. Additionally, pupil voice and work scrutiny demonstrates the quality and deeper impact on pupils knowing and remembering more.

In the wider curriculum, pupil voice shows that pupils are keen and confident to talk about what they have learnt using subject specific vocabulary. Pupil voice also indicates that pupils enjoy their learning and are able to recall their learning over time. Pupils' work demonstrates that the curriculum is taught at an age-appropriate standard across each year group, with additional opportunities planned to challenge children at all levels.